

Tennessee English Language Arts Standards

Grade 8

Standard 1- Language

Grade Level Expectations

GLE 0801.1.1 Demonstrate control of Standard English through the use of grammar, usage, and mechanics (punctuation, capitalization, and spelling).

State Performance Indicators

SPI 0801.1.1 Identify the correct use of nouns (i.e., common/proper, singular/plural, possessives, direct/indirect objects, predicate nouns) and pronouns (i.e., reflexive, interrogative, demonstrative) within context.

SPI 0801.1.2 Identify the correct use of verbs (i.e., action/linking, regular/irregular, agreement, perfect tenses, verb phrases) within context.

SPI 0801.1.3 Identify the correct use of adjectives (i.e., common/proper, comparative/superlative, adjective clauses) and adverbs (i.e., comparative/superlative) within context.

SPI 0801.1.4 Identify the correct use of conjunctions (i.e., coordinating, correlative, subordinating) and interjections within context.

SPI 0801.1.5 Identify the correct use of prepositional phrases (place correctly according to the words they modify within the sentence) within context.

SPI 0801.1.6 Identify the correct use of commas (i.e., compound sentences, coordinating conjunctions, introductory words, appositives, interrupters) within context.

SPI 0801.1.7 Identify within context a variety of appropriate sentence-combining techniques (i.e., comma + coordinating conjunction, use of semicolon, introductory phrases or clauses).

SPI 0801.1.8 Select the most appropriate method to correct a run-on sentence (i.e., conjunctions, semicolons, periods to join or separate elements).

SPI 0801.1.9 Identify the appropriate use of gerund and participial phrases.

SPI 0801.1.10 Identify the correct use of appositives/appositive phrases and infinitive/ infinitive phrases within context.

SPI 0801.1.11 Select the correct pronoun-antecedent agreement for personal pronouns within context.

SPI 0801.1.12 Identify correctly or incorrectly spelled words in context.

SPI 0801.1.13 Form singular and plural possessive using apostrophes correctly.

SPI 0801.1.14 Recognize usage errors occurring within context (i.e., subject-verb agreement, pronoun case, double negatives, comparative/superlative forms, troublesome word pairs: {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who}) within context.

SPI 0801.1.15 Select the appropriate use of underlining/italicizing with titles, specific words, numbers, letters, and figures.

Checks for Understanding

- ✓ **0801.1.1** Know and use appropriately the meaning, forms, and functions of **nouns** (e.g., predicate nouns, appositives), **pronouns** (e.g., use of proper pronoun case: objective, nominative, and possessive; pronoun-antecedent agreement), **verbs** (e.g., agree with the subject in person and number, verbs that take objects, linking verbs with predicate nouns and adjectives, verb phrases, consistency in verb tense, regular and irregular verb forms, correct use of both simple and perfect tenses, proper use of active and passive voice, subjunctive mood), **adjectives** (e.g., correct comparative and superlative forms, predicate adjectives, adjective phrases and clauses), **adverbs** (e.g., correct comparative and superlative forms, adverb phrases and clauses, conjunctive adverbs), **conjunctions** (e.g., coordinating, correlative, and subordinating conjunctions to combine sentences and sentence elements), **interjections**, and **prepositions** (e.g., recognize them as adjective or adverb modifiers and place properly within the sentence).
- ✓ **0801.1.2** Recognize and correct usage errors (e.g., subject-verb agreement, pronoun case {with emphasis on who/whom}, double negatives, comparative and superlative forms, troublesome word pairs {to/too/two, their/there/they're, its/it's, sit/set, lie/lay, affect/effect, may/can, leave/let, teach/learn, accept/except, capitol/capital, principle/principal, between/among, rise/raise, stationary/stationery, where/were, which/that/who}).
- ✓ **0801.1.3** Use capitalization correctly (e.g., titles, business letters, quotations, proper nouns and adjectives).

- ✓ **0801.1.4** Demonstrate the correct use of **commas** (e.g., after introductory words, phrases or clauses; setting off appositives and interrupters; before coordinating conjunction joining independent clauses to form compound sentences), **colons** (e.g., in business letters, before a list of items in a series, before a long or formal quotation), **semicolons** (e.g., combining sentences, between items in a series when the items already contain commas, before conjunctive adverbs), **underlining and italicizing** (e.g., titles; certain words, letters, figures; foreign words), **quotation marks** (e.g., with direct quotations, to set off dialogue, in titles, correct use with end marks), **apostrophes** (e.g., to form both singular and plural possessives), **hyphens**, and **end marks**.
- ✓ **0801.1.5** Spell correctly high-frequency, misspelled words (appropriate to grade level), and words commonly used in content specific vocabulary.
- ✓ **0801.1.6** Demonstrate knowledge of correct sentence structure by correcting run-on sentences (e.g., using correct punctuation, forming separate sentences, using coordinating or subordinating clauses) and sentence fragments (e.g., supplying the missing sentence elements).
- ✓ **0801.1.7** Distinguish between clauses (adjective, adverb, noun) and phrases (adjective, adverb, appositive, infinitive, prepositional, verb, verbal {including gerunds and participles}).
- ✓ **0801.1.8** Differentiate between independent and subordinate clauses.

Grade Level Expectations

GLE 0801.1.2 Employ a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.

State Performance Indicators

SPI 0801.1.16 Use context clues and/or knowledge of roots and affixes to determine the meaning of unfamiliar words.

SPI 0801.1.17 Choose the correct meaning/usage of a multi-meaning word by replacing the word in context with an appropriate synonym or antonym.

SPI 0801.1.18 Recognize the effect of stressed or unstressed syllable to aid in identifying the meaning of multiple meaning words.

SPI 0801.1.19 Recognize and use grade appropriate and/or content specific vocabulary.

SPI 0801.1.20 Identify commonly used foreign words and phrases (i.e., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*).

Checks for Understanding

- ✓ **0801.1.10** Use printed and electronic dictionaries, thesauruses, and glossaries to determine the pronunciation, spelling, and part of speech of words; to clarify meaning and improve understanding of words (including connotation and denotation); and to distinguish among contextually appropriate synonyms and definitions.
- ✓ **0801.1.11** Define and recognize word synonyms, antonyms, and homonyms.
- ✓ **0801.1.12** Identify and define English words derived from Latin and Greek words that form common roots (e.g., audio, auto, malus) and recognize English words that are based on them (e.g., audible, autobiography, malice).
- ✓ **0801.1.13** Use roots and affixes to determine the meaning of unfamiliar words, to clarify the meaning of familiar words, and to make connections with word families (e.g., suffixes such as *-phobia* and *-ology*).
- ✓ **0801.1.14** Continue to use previously learned strategies to distinguish among multi-meaning words and to determine the meaning of unfamiliar words.
- ✓ **0801.1.15** Use textual structure (e.g., examples of cause-effect and compare-contrast relationships) to determine the meaning of unfamiliar words or distinguish multi-meaning words in texts about concrete and abstract topics (e.g., after the harvest, we had an abundance of apples, and so we made apple pie, apple sauce, and apple juice).
- ✓ **0801.1.16** Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.
- ✓ **0801.1.17** Demonstrate understanding of common phrases and terms from other languages commonly used in English (e.g., RSVP, *déjà vu*, *faux pas*, *du jour*, *bon voyage*, *alma mater*, *cum laude*, *femme fatale*, *esprit de corps*, *verbatim*, *E pluribus unum*).

Grade Level Expectation

GLE 0801.1.3 Understand and use correctly a variety of sentence structures.

Checks for Understanding

- ✓ **0801.1.9** Recognize and differentiate among simple, compound, and complex sentences.

Standard 2: Communication

Grade Level Expectations

Listening

GLE 0801.2.1 Demonstrate critical listening skills essential for comprehension, evaluation, problem solving, and task completion.

State Performance Indicators

SPI 0801.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0801.2.2 Identify the targeted audience of a speech.

Checks for Understanding

0801.2.1 Follow multi-step spoken instructions to perform single tasks, to answer questions, and to solve problems.

0801.2.9 Listen actively in group discussions by asking clarifying and elaborating questions and by managing internal (e.g., emotional state, prejudices) and external (e.g., physical setting, difficulty hearing, recovering from distractions) barriers to aid comprehension.

Grade Level Expectations

GLE 0801.2.2 Distinguish among summaries, paraphrases, and critiques.

State Performance Indicators

SPI 0801.2.9 Distinguish between a summary and a critique.

Checks for Understanding

0801.2.3 Summarize information presented orally by others in which the main ideas may be explicitly or implicitly stated, including the purposes, major ideas, and supporting details or evidence.

0801.2.4 Paraphrase accurately ideas and information presented orally by others.

0801.2.5 Construct a summary and a paraphrase of a speech.

0801.2.6 Construct a critique of a speech.

Grade Level Expectations

GLE 0801.2.3 Identify the thesis and main points of a speech.

State Performance Indicators

SPI 0801.2.3 Identify the thesis and main points of a speech.

Checks for Understanding

0801.2.2 Identify the thesis of a speech in which the main idea may be explicitly or implicitly stated, concepts may be more abstract, and extended metaphors may be used, and determine the essential elements that elaborate it.

Grade Level Expectations

GLE 0801.2.4 Analyze the structure of a speech

State Performance Indicators

SPI 0801.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0801.2.2 Identify the targeted audience of a speech.

SPI 0801.2.3 Identify the thesis and main points of a speech.

SPI 0801.2.5 Organize a series of note cards in the most effective order for an oral presentation.

SPI 0801.2.6 Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

Checks for Understanding

0801.2.7 Identify and analyze the structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

0801.2.8 Begin to analyze the ways in which the style and structure of a speech support or confound its meaning and purpose.

Speaking

Grade Level Expectations

GLE 0801.2.5 Understand strategies for expressing ideas clearly and effectively in a variety of oral contexts.

State Performance Indicators

SPI 0801.2.1 Identify the purpose of a speech (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0801.2.2 Identify the targeted audience of a speech.

SPI 0801.2.3 Identify the thesis and main points of a speech.

SPI 0801.2.5 Organize a series of note cards in the most effective order for an oral presentation.

SPI 0801.2.6 Identify and analyze the organizational structure of a speech (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

Checks for Understanding

0801.2.10 Include relevant facts, reasons, details, and examples to support a relatively complicated thesis.

0801.2.11 Organize oral presentations maintaining a relatively simple three-part structure, previewing the content of presentation in introduction, offering ideas with supporting details, and providing a brief summary or conclusion.

0801.2.12 Use an organizational pattern appropriate for a topic and purpose (e.g., sequential, chronological, problem-solution, comparison-contrast, cause-effect).

0801.2.13 Logically arrange ideas and group related ideas in ways that enhance a topic.

0801.2.14 Connect ideas using a variety of transition strategies that signal addition of information and relationships between ideas (e.g., use listing words such as first, in addition, but, and however).

0801.2.15 Provide an effective conclusion that reinforces the focus of the presentation.

0801.2.16 Explore effective rhetorical devices such as rhetorical questions and anecdotes to engage an audience, repetition to reinforce ideas, and analogies to convey complex ideas.

Grade Level Expectations

GLE 0801.2.6 Deliver effective oral presentations.

State Performance Indicators

SPI 0801.2.4 Determine the most effective methods of engaging an audience during an oral presentation (e.g., making eye contact, adjusting speaking rate).

Checks for Understanding

0801.2.17 Employ presentation skills such as good eye contact, clear enunciation, effective speaking rate and volume, and natural gestures.

Grade Level Expectations

GLE 0801.2.7 Participate in work teams and group discussions.

State Performance Indicators

SPI 0801.2.8 Identify the functions and responsibilities of individuals within an organized group (i.e., reporter, recorder, information gatherer, leader, timekeeper).

SPI 0801.2.7 Select the most appropriate strategies for participating productively in a team (e.g., gain the floor in orderly ways, meet or set deadlines for completing each task, come to agreement by seeking consensus or following the majority).

Checks for Understanding

0801.2.18 Participate productively in self-directed work teams for a particular purpose (e.g., to interpret literature, solve a problem, make a decision) by adhering to the following:

Behavior of Individuals within the Group

Contribute appropriate and useful information and ideas that demonstrate a clear awareness of the context of the discussion and the goals of the group and are purposeful in moving the team toward its goal and contributing to the topic of group discussion.

- Consult and reference texts or other resources as a source for ideas or to support ideas under the group discussion.
- Ask primarily relevant questions that move the team toward its goals and contribute to the topic of discussion.
- Gain the floor in orderly ways, taking turns when speaking and listening with civility to the ideas of others (without interrupting).
- Summarize and paraphrase essential information in others' input, and clarify points of agreement and disagreement.

Goals and Aims of the Group

Understand the purpose for working as a team and work according to that purpose.

Articulate the goals that have been provided for the team work and ask appropriate clarifying questions.

Identify task(s) needed to meet goal and purpose, and either meet assigned deadlines or set deadlines for completing each task.

Group Dynamics and Roles

Understand and meet responsibilities of various roles within the team, either assigned or determined by the group (e.g., reporter, recorder, information gatherer, leader).

Maintain collaboration by ensuring that all appropriate ideas and contributions are respectfully acknowledged and valued by the team and follow a prescribed for doing this (e.g., list every idea in a brainstorming session before criticism is allowed).

Come to agreement by seeking consensus or following the majority, depending on the ground rules for decision making.

Standard 3-Writing

Grade Level Expectations

GLE 0801.3.1 Write in a variety of modes for a variety of audiences and purposes.

State Performance Indicators

SPI 0801.3.1 Identify the purpose for writing (i.e., to inform, to describe, to explain, to persuade, to entertain).

SPI 0801.3.2 Identify the targeted audience for a selected passage.

Checks for Understanding

0801.3.1 Write in a variety of modes and genres, including description, narration, exposition, persuasion, literary response, personal expression, and imaginative.

0801.3.2 Practice writing to expository prompts within a specified time.

0801.3.3 Create work-related texts, such as instructions, directions, letters, memos, reports, and emails that employ the following techniques:

Select a medium or format appropriate to purpose for writing, and maintain focus on the purpose.

Use varied strategies to achieve different purposes (e.g., providing facts and details or including examples to illustrate).

Demonstrate awareness of audience through selection of medium or format, choice of supporting ideas, background information, and word choice and tone.

Respond to opposing viewpoints and/or anticipate and answer potential questions from audience.

Use accurate and accessible vocabulary to convey meaning.

Provide accurate and relevant support for the main points in the text.

Follow customary formats (e.g., Use salutation, closing, and signature for business letters, and format for memos).

Include formatting or visual elements to guide readers by highlighting specific categories of information and/or to signal transitions between steps (e.g., headings, bulleted lists).

Use graphics and illustrative material effectively to support ideas in the text as appropriate to content and medium.

0801.3.22 Identify and explore opportunities for publication (e.g., local/national contests, Internet websites, newspapers, periodicals, school displays).

0801.3.20 Demonstrate confidence in using the Tennessee Writing Assessment Rubric while evaluating one's own writing and the writing of others.

0801.3.21 Use relatively basic software programs (e.g., Word PowerPoint) to write texts and create graphics to present ideas visually and in writing.

Grade Level Expectations

GLE 0801.3.2 Employ a variety of prewriting strategies.

State Performance Indicators

SPI 0801.3.12 Complete a graphic organizer (e.g., clustering, listing, mapping, webbing) with information from notes for a writing selection.

SPI 0801.3.13 Select the most appropriate format for a work-related text.

Checks for Understanding

0801.3.4 Develop focused, appropriate, and interesting topics for writing.

0801.3.17 Generate notes on text, and identify main and supporting ideas.

Grade Level Expectations

GLE 0801.3.3 Organize ideas into an essay with an introduction, developing paragraphs, conclusion, and appropriate transitions.

State Performance Indicators

SPI 0801.3.3 Select an appropriate thesis statement for a writing sample.

SPI 0801.3.4 Rearrange multi-paragraphed work in a logical and coherent order.

SPI 0801.3.5 Select appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.

SPI 0801.3.6 Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.

SPI 0801.3.9 Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.

SPI 0801.3.10 Select an appropriate title that reflects the topic of a written selection.

SPI 0801.3.11 Identify individual written selections as technical, narrative, persuasive, and/or descriptive in mode.

Checks for Understanding

0801.3.5 Create a thesis statement and include relevant facts, details, reasons, and examples that support the thesis.

0801.3.6 Develop relevant details or reasons in a manner that meets the needs of the audience and purpose.

0801.3.7 Organize writing using structures appropriate for the topic and that meet the needs of the audience (e.g., if using an anecdote to provide an example, use chronological order with sufficient time signals for the reader to follow easily).

0801.3.8 Use appropriate and effective words and phrases to indicate the organizational pattern (e.g., problem-solution, with order of steps necessary indicated in the solution).

0801.3.9 Use text features (e.g., headings, subheadings, formatting) as appropriate to signal simple relationships between ideas.

0801.3.10 Use appropriate vocabulary, sentence structure, and usage to distinguish between formal and informal language.

0801.3.11 Use strong verbs and figurative language (e.g., metaphors, similes) for emphasis or creative effect as appropriate to the purpose.

0801.3.12 Use correct sentence structures that are appropriate for audience and purpose.

0801.3.13 Incorporate some variety of syntactic structures for effect when appropriate (e.g., modifying phrases, parenthetical expressions).

0801.3.15 Use language that conveys the writer's point of view.

Grade Level Expectations

GLE 0801.3.4 Refine strategies for editing and revising written work.

State Performance Indicators

SPI 0801.3.7 Identify sentences irrelevant to a paragraph's theme or flow.

SPI 0801.3.8 Select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.

Checks for Understanding

0801.3.18 Edit writing for mechanics (punctuation, capitalization), spelling, grammar (e.g., consistent verb tense, noun and pronoun agreement).

0801.3.19 Drawing on reader's comments, revise papers to focus on topic or thesis, develop ideas, employ transitions, and identify a clear beginning and ending.

0801.3.14 Edit to craft a tone that is appropriate for the topic and audience, and supports the purpose.

Standard 4: Research

Grade Level Expectations

GLE 0801.4.1 Define and narrow a problem or research topic.

State Performance Indicators

SPI 0801.4.1 Select the most focused research topic.

Checks for Understanding

0801.4.1 Narrow a topic so that the research process is manageable and the controlling idea is focused.

Grade Level Expectations

GLE 0801.4.2 Gather relevant information from a variety of print and electronic sources, as well as from direct observation, interviews, and surveys.

State Performance Indicators

SPI 0801.4.3 Determine the most appropriate research source for a given research topic.

SPI 0801.4.5 Discern irrelevant research material from written text.

Checks for Understanding

0801.4.2 Take and organize notes on what is known and what needs to be researched about the topic.

0801.4.3 Focus on relevant information and/or theories

0801.4.8 Provide relevant research information to develop and support a complicated topic.

0801.4.9 Analyze and interpret data in multiple forms (e.g., a bar or circle graph) on a familiar topic

0801.4.10 Collect evidence in various ways (e.g., gathering relevant reasons, examples, and facts; defining key terms and ideas; identifying relationships such as cause-effect).

Grade Level Expectations

GLE 0801.4.3 Make distinctions about the credibility, reliability, consistency, strengths, and limitations of resources, including information gathered from Web sites.

State Performance Indicators

SPI 0801.4.2 Identify levels of reliability among resources (e.g., eyewitness account, newspaper account, supermarket tabloid account, Internet source).

Checks for Understanding

0801.4.5 Choose among sources provided and those found independently based on the usefulness, credibility, and reliability of the sources.

0801.4.6 Identify reasons for choosing one source over another, including those found on Web sites.

0801.4.7 Identify the characteristics and limitations of source material.

Grade Level Expectations

GLE 0801.4.4 Write a research paper, using primary and secondary sources, a standard format, and technology and graphics, as appropriate.

State Performance Indicators

SPI 0801.4.4 Distinguish between primary (i.e., interviews, letters, diaries, newspapers, autobiographies, personal narratives) and secondary (i.e., reference books, periodicals, Internet, biographies, informational texts).

Checks for Understanding

0801.4.4 Distinguish between primary and secondary sources, defining the characteristics of each and evaluating each for their benefits and limitations.

0801.4.11 Craft an introductory paragraph in which a thesis statement(s) clearly presents the topic of the documented essay.

0801.4.12 Present a body of well-developed and specific facts and information pertinent to the topic, developed as a series of paragraphs which support the topic.

0801.4.13 Connect more complicated ideas using a variety of transition strategies.

0801.4.14 Create an effective organizing structure based on research information (e.g., description, problem-solution, question-answer, comparison-contrast, cause-effect).

0801.4.15 Craft a conclusion in which closure is provided, such as by restating the topic and summarizing findings.

0801.4.16 Acknowledge source material using a predetermined standard format (e.g., APA, MLA).

0801.4.17 Understand the differences among quoting, paraphrasing, and summarizing.

0801.4.18 Quote, paraphrase, or summarize text, ideas, or other information taken from print or electronic sources.

0801.4.19 Embed graphics with good accuracy and some skill, when appropriate.

0801.4.20 Following a standard format and appropriate technology, embed text graphics, including a title, a contents page, numbered pages, and a bibliography.

0801.4.21 Include graphics and illustrative material effectively to support research ideas in the text.

Standard 5: Logic

Grade Level Expectations

GLE 0801.5.1 Use logic to make inferences and draw conclusions in a variety of oral and written contexts.

State Performance Indicators

SPI 0801.5.1 Recognize a reasonable prediction of future events of a given text.

SPI 0801.5.9 Make inferences and draw conclusions based on evidence in text.

Checks for Understanding

0801.5.1 Make logical predictions of future events in text.

0801.5.7 Compare and contrast evidence and conclusions between two or more arguments on the same topic.

Grade Level Expectations

GLE 0801.5.2 Analyze text for fact and opinion, cause-effect, inferences, evidence, and conclusions.

State Performance Indicators

SPI 0801.5.2 Evaluate text for fact or opinion.

SPI 0801.5.3 Analyze cause-effect relationships in text.

SPI 0801.5.9 Make inferences and draw conclusions based on evidence in text

Checks for Understanding

0801.5.4 Identify and analyze stated or implied cause-effect relationships in text.

0801.5.5 Determine simple criteria for recognizing factual claim and opinion (e.g., scientific method, provability, quality of evidence, sources).

0801.5.6 Determine the relevance and quality of evidence given to support or oppose an argument.

801.5.2 Identify sequence of events in text.

Grade Level Expectations

GLE 0801.5.3 Distinguish between inductive and deductive reasoning.

State Performance Indicators

SPI 0801.5.6 Identify an example of deductive or inductive reasoning in text.

Checks for Understanding

0801.5.8 Identify and analyze examples of deductive and inductive reasoning in text.

Grade Level Expectations

GLE 0801.5.4 Analyze written and oral communication for persuasive devices.

State Performance Indicators

SPI 0801.5.4 Identify examples of persuasive devices (i.e., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal).

Checks for Understanding

0801.5.11 Identify and analyze the persuasive devices used in written and oral communication (e.g., bandwagon, loaded words, testimonial, name-calling, plain folks, snob appeal).

Grade Level Expectations

GLE 0801.5.5 Identify and analyze premises, including false premises.

State Performance Indicators

SPI 0801.5.7 Identify a false premise in text.

Checks for Understanding

0801.5.10 Identify a variety of false premises, including those involving categorical claims (e.g., all mammals are human beings).

Grade Level Expectations

GLE 0801.5.6 Continue to explore logical fallacies.

State Performance Indicators

SPI 0801.5.8 Identify instances of bias and stereotyping in print and non-print texts.

SPI 0801.5.5 Choose a logical word to complete an analogy, using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones.

Checks for Understanding

0801.5.12 Continue to explore logical fallacies (e.g., appeal to fear, personal attack, false dilemma, false analogy) in a variety of texts.

0801.5.3 Construct and complete analogies using synonyms, antonyms, homonyms, categories/subcategories, whole/part, functions, verb forms, rhymes, scrambled words, homophones.

0801.5.13 Analyze examples of concepts of stereotyping and bias in text.

Standard 6- Informational Text

Grade Level Expectations

GLE 0801.6.1 Comprehend and summarize the main ideas and supporting details of informational texts.

State Performance Indicators

SPI 0801.6.1 Formulate appropriate questions before, during, and after reading.

SPI 0801.6.2 Identify the main idea and supporting details in text.

Checks for Understanding

0801.6.1 Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, identify the writer's purpose).

0801.6.2 Identify/infer the stated or implied main idea of an informational text and identify the details supporting it.

0801.6.5 Summarize succinctly the main idea and supporting details (presented as text and/or visuals) in informational texts.

0801.6.3 Recognize clear, but subtly stated relationships among ideas (e.g., cause-effect, comparative, sequential) in informational texts.

0801.6.4 Make inferences and draw conclusions.

0801.6.6 Summarize, paraphrase, and critique texts (informational and literary).

0801.6.7 Synthesize information across two or more informational texts and technical sources.

Grade Level Expectations

GLE 0801.6.2 Analyze the organizational structures of informational texts.

State Performance Indicators

SPI 0801.6.3 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, footnotes).

SPI 0801.6.6 Identify the organizational structure of a text (i.e., chronological, cause-effect, comparison-contrast, sequential, problem-solution).

Checks for Understanding

0801.6.8 Identify the organizational structures of informational texts (e.g., chapters, numbered steps).

0801.6.9 Identify the organizational structures of informational texts (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).

0801.6.10 Recognize that print format varies according to purpose and genre (e.g., prose, poetry, newspaper/magazine, letters, dramas, technical manuals, textbooks).

0801.6.11 Use text features to locate information and make meaning from text (e.g., headings, key words, captions, tables of content, footnotes, illustrations).

Grade Level Expectations

GLE 0801.6.3 Read, interpret, and analyze text features that support informational texts.

State Performance Indicators

SPI 0801.6.4 Interpret factual, quantitative, technical, or mathematical information presented in text features (e.g., maps, charts, graphs, time lines, tables, and diagrams).

SPI 0801.6.5 Choose the correct order of a set of instructions.

Checks for Understanding

0801.6.12 Comprehend and interpret factual, quantitative, technical, or mathematical information presented in maps, charts, graphs, time lines, tables, and diagrams.

0801.6.13 Follow instructions in informational texts.

0801.6.14 Use previously learned strategies to comprehend informational texts (e.g., formulating questions, visualizing, predicting, identifying the author's purpose).

0801.6.15 Recognize and analyze written techniques such as understatement, overstatement, and irony.

Standard 7- Media

Grade Level Expectations

GLE 0801.7.1 Analyze media for their ability to inform, persuade, and entertain.

State Performance Indicators

0801.7.1 Choose the most appropriate medium for a prescribed purpose and audience.

0801.7.3 Identify the purpose of a medium (i.e., to inform, to persuade, to entertain, to describe).

Checks for Understanding

0801.7.5 Demonstrate awareness of audience needs through choice of medium and through images, words, and sounds.

Grade Level Expectations

GLE 0801.7.2 Examine the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media.

State Performance Indicators

0801.7.2 Select a visual image that best reinforces a viewpoint or enhances a presentation.

0801.7.4 Draw an inference from a non-print medium.

0801.7.5 Choose the statement that best summarizes/communicates the message presented by a medium.

0801.7.6 Select the type of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) represented in a non-print medium.

Checks for Understanding

0801.7.2 Identify, analyze, and discuss the relationship between the visual (e.g., media images, painting, film, graphic arts) and the verbal in media and explain how the elements support or conflict with each other.

Grade Level Expectations

GLE 0801.7.3 Recognize how visual and sound techniques and design elements (e.g., special effects, camera angles, music) carry or influence messages in various media.

State Performance Indicators

0801.7.2 Select a visual image that best reinforces a viewpoint or enhances a presentation.

Checks for Understanding

0801.7.1 Interpret how the sounds, images, and words used in television, radio, film, and the Internet are used to support the purpose of the production and evaluate the effectiveness of the techniques.

0801.7.3 Identify visual and sound techniques and design elements (e.g., special effects, camera angles, lighting, and music in television or film or layout, pictures, and typeface in newspapers, magazines, and print advertisements) in various media, and explain how they carry or influence messages.

0801.7.6 Consider the potential audience reaction (e.g., being aware of verbal and nonverbal cues given by the audience during a presentation) to improve media productions.

Grade Level Expectations

GLE 0801.7.4 Apply and adapt the principles of written composition to create coherent media productions.

State Performance Indicators

There are no spi's for this GLE

Checks for Understanding

0801.7.4 Present a clearly identifiable, explicit message, using visual, audio, and graphic effects and interactive features.

Standard 8-Literature

Grade Level Expectations

GLE 0801.8.1 Read and comprehend a variety of works from various forms of literature.

State Performance Indicators

SPI 0801.8.14 Identify the author's purpose for writing.

Checks for Understanding

0801.8.1 Use previously learned strategies to comprehend informational texts (e.g., formulating questions before, during, and after reading; visualize, predict, identify the writer's purpose).

Grade Level Expectations

GLE 0801.8.2 Understand the characteristics of various literary genres (e.g., poetry, novel, biography, short story, essay, drama).

State Performance Indicators

SPI 0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

SPI 0801.8.9 Analyze examples of sound devices within context (i.e., rhyme scheme, alliteration, free verse, repetition, internal rhyme, slant rhyme).

0801.8.15 Explain the purpose and use of structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in plays that are read or viewed.

Checks for Understanding

0801.8.13 Comprehend and use figurative language (e.g., idioms, metaphors, similes, personification, hyperbole, pun).

0801.8.14 Identify sound patterns (e.g., alliteration, onomatopoeia, rhyme scheme, assonance, internal rhyme, slant rhyme, repetition) and figurative language (e.g., metaphor, simile), and other conventions of verse (e.g., limerick, lyric, narrative, haiku) in poetry and explain how these contribute to the poem's meaning and to the poem's effect.

Grade Level Expectations

GLE 0801.8.3 Recognize the conventions of various literary genres.

State Performance Indicators

SPI 0801.8.4 Distinguish among different genres (e.g., poetry, drama, biography, novel) using their distinguishing characteristics.

Checks for Understanding

0801.8.12 Consider how forms and conventions within genres (e.g., poetry, drama, essays, short stories) affect meaning.

Grade Level Expectations

GLE 0801.8.4 Analyze works of literature for what they suggest about the historical period in which they were written.

State Performance Indicators

SPI 0801.8.12 Recognize and identify words within context that reveal particular time periods and cultures.

SPI 0801.8.13 Determine the influence of culture and ethnicity on the themes and issues of literary texts.

Checks for Understanding

0801.8.19 Identify the historical period in which a literary text was written and explain the text in light of this understanding.

0801.8.20 Recognize that the author's viewpoint may or may not reflect the culture or mores of the time in which the author lives.

Grade Level Expectations

GLE 0801.8.5 Identify and analyze common literary terms (e.g., personification, conflict, theme).

State Performance Indicators

SPI 0801.8.1 Demonstrate an understanding of the basic elements of plot: exposition, rising action, climax, falling action, resolution/denouement.

SPI 0801.8.2 Identify and analyze the author's point of view (i.e., first person, third person, third-person limited, third-person omniscient).

SPI 0801.8.3 Determine how a story changes if the point of view is changed.

SPI 0801.8.5 Analyze the development of similar themes across two or more literary texts.

SPI 0801.8.6 Identify and analyze how the author reveals character (i.e., what the author tells us, what the other characters say about him or her, what the character does, what the character says, what the character thinks).

SPI 0801.8.7 Identify and analyze examples of literary elements that shape meaning within context (i.e., flashback, foreshadowing, irony, mood, symbolism, tone).

SPI 0801.8.8 Analyze figurative language (i.e., idiom, metaphor, simile, personification, hyperbole, pun) within context.

SPI 0801.8.10 Identify the kind(s) of conflict present in a literary plot (i.e., person vs. person, person vs. self, person vs. environment, person vs. technology).

SPI 0801.8.11 Identify and analyze a literary character's moral dilemma.

Checks for Understanding

0801.8.16 Identify and explain the theme of a literary text, distinguishing theme from topic.

0801.8.17 Identify and explain the development of stated or implied similar themes across two or more literary texts.

0801.8.18 Distinguish among the types of literary plot conflicts (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology, person vs. society).

0801.8.21 Recognize and analyze biblical, classical, cultural, historical, and literary allusions.

0801.8.22 Explore the concept of allegory.

0801.8.2 Sequence and identify the plot's events, their causes, and the influence of each event on future actions.

0801.8.3 Identify plot development techniques (e.g., foreshadowing, flashbacks) and explain their function in the text.

0801.8.4 Identify and describe characters' (major/minor, antagonists and protagonists) features and relationships in literary texts.

0801.8.5 Identify and analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior.

0801.8.6 Differentiate between internal and external conflict.

0801.8.7 Identify the kind(s) of conflict (e.g., person vs. person, person vs. self, person vs. environment, person vs. technology) present in literary plots.

0801.8.8 Identify the basic elements of plot (i.e., exposition, rising action, climax, falling action, resolution/denouement).

0801.8.9 Identify and analyze the setting (location and time) and its impact on plot, character, and theme in literary texts

0801.8.10 Identify how the author reveals character (e.g., what the author tells us, what the characters say about him or her, what the character does, what the character says, what the character thinks).

0801.8.11 Analyze the narration and point of view (e.g., first person, third person, third-person limited, third-person omniscient) in literary texts.

